**Poetry Analysis Information Chart**

**Group Members** (First and Last Name in ABC order by last name)

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A. **Poem / Poet**

Put a copy of your poem, the poem’s title, and the poet’s name in the box below

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**Show you understand the poem:**

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| --- | --- |
| Paraphrase:  (Put the poem in your own words) |  |

Step 1:

1. **Poetry Analysis**:

Complete the work below for the Poetry Analysis.

A. **Author’s Background (interesting points)**:

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B. **Historical Connections (important things happening when the poem was written):**

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C. **Words / Phrases with Significance (copy and paste poem and highlight/annotate words---use different colors to highlight words with strong denotation and connotation.**

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| --- |
| Poem: |
| Denotative word meanings: |
| Connotative word implications: |

D. **Stanza Analysis**

To begin/prepare for Step 1-D, you will copy and paste your poem AGAIN to then highlight and identify poetic devices you notice (these are only suggestions, you may add any that are applicable to your poem):

Speaker/Persona/Point-of-View

Audience

Setting

Imagery/Senses

Tone/Irony

Rhyme-Internal or External/Rhythm

Alliteration

Repetition/Refrain

Line Breaks/Stanzas

Similes/Metaphors/Personification/Symbols

Hyperbole/Understatement

Pun/Connotation of words

Oxymoron

Paradox

Onomatopoeia

Historical Context/Allusions

Dialogue/Narrative

Type of Poem (i.e. sonnet, sestina, etc.)

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**For the final submission (PowerPoint) you will have to explain why the poet used these devices, and how the devices help convey the** **tone or meaning of the poem.**

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| To help with Step 1-D: Meaning/Interpretation, think of the poem on several levels and answer these questions:   1. What is the poem about? 2. What is the plot? 3. What people/places/things are discussed? Current topics or issues? Political or philosophical beliefs? 4. What parts of the text imply meaning? Analyze and interpret the poem. 5. What abstract ideas or issues are presented beyond the literal meaning? 6. What kind of inferences can you draw from this poem about the people, objects, or setting of the poem? 7. Why has the poet chosen this construction or form? 8. Does the poet write in a particular style or genre (e.g. Imagism)? How does he or she use this style in his or her work? 9. Consider diction and word choice. Why did the poet choose certain words in developing meaning? 10. Consider the syntax of the poem. Why does the poet choose to arrange words in various orders? | **Notes:** |

**For each stanza you need to complete the chart. Add more boxes if needed. Delete any boxes you do not use.**

|  |  |
| --- | --- |
| Stanza 1 | Meaning / Interpretation:  Literary Devices:  Significance / effect: |
| Stanza 2 | Meaning / Interpretation:  Literary Devices:  Significance / effect: |
| Stanza 3 | Meaning / Interpretation:  Literary Devices:  Significance / effect: |
| Stanza 4 | Meaning / Interpretation:  Literary Devices:  Significance / effect: |

E. **SOAPSTone Chart**

|  |  |
| --- | --- |
| Speaker  (not necessarily the same as the author---whose voice is it? |  |
| Occasion |  |
| Audience |  |
| Purpose |  |
| Subject |  |
| Tone / Style |  |
| Theme (Moral / Deeper Meaning) |  |
| Transition |  |

**F. Leveled Questions**

Put your three questions here you created for the Socratic Seminar.

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| --- | --- |
| 3 x Level 1 Questions: |  |
| 2 x Level 2 Questions: |  |
| 1 x Level 3 Question: |  |

\*This is for me to see if your questions are aligned to the correct levels---you will include the ANSWERS on your final submission via PowerPoint.

Step 2:

**2.** **PowerPoint**

ONE person will submit the PowerPoint to Google Classroom

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| There is nothing to write here. |

Step 3:

**3A.** **Picture:**

Paste your picture, (picture’s title & artist name—if applicable) here in the box below as well as the URL link for the picture:

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Explain why you have chosen this particular picture for this poem. Explain what you see as the connection to the poem.

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**3B.** **Picture Activity**:

Explain the activity you have chosen for the picture/s. Explain how you are using this picture/s to “hook” the class. What is it you are trying to accomplish by showing them the picture/s? Give the directions for the activity that you will give to the class.

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Step 4:

**4A.** **Song**

Place the URL link to the video of the song here and then place a copy of the song lyrics as well as whom it is by in the box below

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Explain why you have chosen this particular song for this poem. Explain what you see as the connection between the song and the poem.

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**4B. Song Activity**

Explain the activity you have chosen for the song. Explain how you are using this song to “hook” the class. What is it you are trying to accomplish by showing them the video of the song? Give the directions for the activity that you will give to the class.

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Step 5:

**5A.** **Informational Article**

Place the link to the informational article here and then give the title as well as the author of the article in the box below.

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**5B. Informational Article Activity**

Explain the activity you have chosen for this informational article. Explain how you are using this article to “hook” the class. What is it you are trying to accomplish by exposing them the topic of the article? Give the directions for the activity that you will give to the class.

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Step 6:

**6A.** **Connection to Another Piece of Literature**:

Name of piece of literature / author; link to the piece of literature.

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Explain how the piece of literature connects to the poem.

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**6B. Connection Piece Activity:**

Explain the activity you have chosen for the connection piece. Explain how you are using this connection piece to “hook” the class. What is it you are trying to accomplish by using this connection piece? Give the directions for the activity that you will give to the class.

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Step 7:

**7. Assessment**

Place the assessment in the box below.

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Give the directions here that you will give the class for the assessment.

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Step 8: (nothing to write in this section)

8. **Final Submission for the Poetry Analysis Information Chart**

ONE person will submit the final completed copy for the group of the Poetry Analysis Informational Chart.

Step 9:

9. **Guided Notes**

Directions: Use the Guided Notes Template to create your group’s guided notes for the presentation.

ONE person will submit a copy of the group’s guided notes as a separate document to Google Classroom. There is nothing to write here for the guided notes.

* Checkbox: A reminder to submit the guided notes to Google Classroom. This is the notes the class will be given as you are presenting.

Step 10:

10. Presentation

Expectations will be discussed for your presentation.

Step 11:

11. **Teaching Reflection**

**\*\*This is separate submission assignment. Everyone in the group will complete this and each individual will submit in Google Classroom.**

\*\*THIS PART IS NOT a GROUP assignment but rather an INDIVIDUAL ASSIGNMENT.